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ABSTRACT

This paper provides explanations and case examples of some terms and concepts related to transition of students with disabilities under 1997 amendments to the Individuals with Disabilities Education Act. Explanations and examples focus on the concepts of "statement of transition service needs" and "statement of needed transition services". The statement of transition service needs focuses on the student's courses of study and other educational experiences and is required for every student on an individualized education program (IEP) who is 14 years of age and older. The statement of needed transition services is a long-range 2-4 year or longer plan for adult life and is required for every student with an IEP who is 16 years of age and older (younger, if appropriate). This statement must include long-range post-school planning in the areas of instruction, employment, community experiences, post-school adult living, and related services. Also addressed is involvement of other agencies in cooperation with the schools. A sample form for meeting transition requirements includes space for specifying desired post-school outcomes, the present level of educational performance, the statement of transition service needs, and the statement of needed transition services (presented in a matrix form showing specific services, activities/strategies, agency/responsibilities, and who will provide and/or pay.) (DB)

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Transition: Terms and Concepts

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Transition: Terms and Concepts

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There has been some confusion regarding some of the transition terms and concepts presented in the 1997 IDEA amendments. The following explanations and examples are offered in an attempt to reduce confusion and provide clarification when developing a student's IEP. It is hoped that this will help educators and others better understand and operationalize some of the transition requirements that must be included in students' IEPs. Note: The final IDEA Regulations could provide futher clarification on these issues.

Statement of the transition service needs–For every student on an IEP that is 14 years of age and older.

The "statement of transition service needs" focuses on the student's courses of study. This requirement is designed to augment and not replace the "statement of needed transition services" for students who are 16 years of age and older. The "statement of transition service needs" is an identification of and planning for the courses (required, elective, modified or specially designed courses as well as other educational experiences in the school or the community) that the student will be taking in each grade (or each year) from 14 years of age on. The concept is to identify not only the required courses that lead toward graduation or completion of a secondary program, but also to think about, plan for and ensure that all courses and educational experiences offered to the student will help them achieve their desired post school goals or outcomes (employment, further education, training, independent living etc.). This concept also holds true for students with disabilities whose educational program or experiences may not include or for whom it may not be appropriate to take the high school required or elective courses. Long range planning, discussions, decision making, and review regarding educational programming and experiences should be done for ALL students with disabilities from 14 years of age on. This type of long range educational planning promotes the idea that the secondary programs and experiences focus on and lead toward a successful transition to life after secondary school.

"The statement of transition service needs should ensure that courses and other educational experiences ... will move students closer to their desired post school goals or outcomes."

Similar to this, is the type of educational planning that is generally done with college freshmen. Typically, as a freshman, one meets with an advisor to develop a four year educational plan. This plan is an attempt to help the student meet the required core courses and the courses needed for completing a major and minor. If college students did not develop a

long range educational plan early, or if they just planned what courses they would take on a year by year basis, it could result in never completing a program of study, never graduating, or at best, graduating on the extended "five or six year plan." The same need for long range educational planning exists for all students with disabilities and their secondary school program. If one did not develop a long range educational plan that identifies and sequences needed courses and educational experiences early (beginning at 14 years of age), the student could end up not graduating or graduating without the courses or experiences needed to prepare them for adult life or further training and education. The design of the secondary educational program and experiences must be approached with the same diligence and thoughtful planning as one entering college or acquiring further post school training.

Example–Statement of Transition Service Needs:

On the attached Prototype Format (page 10) for Tom one will notice a section labeled "statement of transition service needs." In the case of Tom, and as described in the explanation above, one will see the courses of study and educational experiences outlined from 9th grade through 12th grade. All required, elective and other courses and experiences are identified. This "big picture", long range educational plan, will help to assure that Tom will receive the courses and experiences he needs to graduate and prepare for adult life. Additionally, and probably most importantly, one should note that this long range educational plan should relate to and help assure there is a direct relationship between Tom's courses of study and educational experiences and his desired "post school outcomes." It is this direct relationship that is critical for Tom and others to see and understand when planning and making decisions regarding Tom's educational program or courses of study. This will help Tom and others better understand the importance and interrelationship of his total educational program and experiences. Tom should be an integral part of the discussions and decision making about the courses of study and educational experiences. His involvement in the discussions, decision making and planning should result in an educational plan that will help him prepare for and achieve his personal goals after graduation.

Statement of needed transition services- For every student on an IEP that is 16 years of age and older and younger, if approriate.

The "statement of needed transition services" within the IEP is a long range 2-4 year or longer plan for adult life. This statement or long range plan for adult life is much broader than the "statement of transition service needs" or long range educational plan beginning at age 14. Both are critical planning pieces. When combined, they help assure that every student will have a better chance of achieving their post school goals and desires. They also help to make sure that students are linked to and will receive any needed post-school supports, services and programs.

"The 'statement of needed transition services' within the IEP is a long range 2-4 year plan for adult life."

The "statement of needed transition services" within the IEP must include at a minimum the following areas around which long range post school planning is done. Those areas are: 1) instruction, 2) employment, 3) community experiences, 4) post-school adult living, and 5) related services ("related services" must be

addressed in every statement of needed transition services for every student beginning July 1, 1998). If it is determined to be appropriate for the student, then this statement or plan should also address two additional planning areas: 6) daily living skills and 7) functional vocational evaluation.

In developing this statement (or long range plan) that includes each of the required major planning areas (instruction, employment, community experiences, post-school adult living, and related services) one must think about and describe this statement as a "coordinated set of activities that promotes movement from school to desired post-school activities." From an initial analysis of the state monitoring reports for transition services by OSEP (Williams and O'Leary, 1998) it appears that there are problems and a great deal of confusion in understanding what a statement of needed transition services is, what must be included in that statement, how does one write this statement and how does this statement fit into the total scheme of the IEP? One approach or concept that seems to make sense and may help to alleviate much of the confusion is to begin by conceptually substituting the word *strategies* for the word *activities* in the statement. Thus, the statement of needed transition services is a *coordinated set of strategies....*

"The 'statement of needed transition services' is a coordinated set of *strategies...*"

There are several reasons for suggesting a change in thinking from activities to strategies in developing the statement of needed transition services. An "activity," from an educational perspective, is "a procedure designed to stimulate learning by firsthand experience" (Webster, p.13). It would stand to reason that for many educators the "coordinated set of *activities*" may mean those things which are a part of or done in order to achieve a specific goal or objective. Thus, for some individuals, the coordinated set of activities may be understood as needing to be embedded within the annual goals, short term objectives or benchmarks in the IEP. Placing the coordinated set of activities within annual goals and short term objectives impedes one's thinking about or construction of a long-range plan because typically, annual goals and short term objectives are for only one year. On the other hand, a "strategy," according to Webster, is a "careful plan or method"(p. 1195). Substituting the word *strategies* for activities conceptually helps one to think about a bigger picture or a plan for adulthood that goes beyond an annual plan, annual goals, short term objectives, or specific learning activities. Thus, in order to do long range planning the "statement of needed transition services" should be thought of as developing a coordinated set of strategies. This set of strategies is the long range multi-year plan that identifies and specifies what must be done to prepare the student for adult life.

These strategies (activities) should:

- Reflect and lead toward achieving the desired post school outcomes of the student.
- Be based upon the student's needs and take into account the student's interests and preferences.
- Identify, in broad terms, those long range strategies in each of the required transition planning areas that will be necessary to help the student achieve their post school goals or desires.
- Identify, for each strategy in each of the transition areas, all agencies (school, vocational rehabilitation, service providers etc.) as well as individuals (parent, student, educators, agency personnel etc.)

responsible for carrying out each strategy.

- Identify who will provide and pay for each strategy.
- Demonstrate how the strategies in each of the required areas are coordinated between all responsible parties and how needed services, programs, and supports are linked with each other.
- Identify the post-school services, programs, and supports that will need to remain in place after the student exits the public school system or that must be put into place before the student exits the public school system.
- Identify the agencies that will need to remain involved or become involved in the student's life after exiting the public school system.

"...education alone cannot provide nor do everything needed to prepare every student for adult life..."

One should keep in mind that when combined, all of the strategies are in essence the big picture, long range plan for adult life. This is a plan that requires the involvment of many players. As a result, there will be strategies that will be the responsibility of parties or agencies other than the public school. This approach recognizes that education alone cannot provide nor do everything needed to prepare every student for adult life. It must be a collaborative and a coordinated effort between all parties and agencies concerned with or involved in the life of the student.

"...it is imperative that the IEP team identify who and which agency will provide and pay for each of the transition service strategies."

In developing this long range plan for adult life (or statement of needed transition services) it is not enough to just identify the strategies or what must be done. Those involved in developing this plan will also need to identify for each strategy which agency, or who, will be primarily responsible for carrying out or making sure that that strategy is completed. This identification does several things. One, it helps to ensure accountability for carrying out the strategy. Two, it clearly demonstrates the coordination, interrelationship and linkage of different agencies and players in addressing each major planning area in the statement of needed transition services.

In addition to identifying who is responsible and showing the interrelationship and coordination, it is also necessary to identify who will provide and/or pay for each strategy. This piece of the plan or "statement" is critical in helping to assure that the strategies will be provided. This can also reduce confusion and debate over who is responsible for providing and paying. Again, this approach recognizes that education alone cannot and maybe should not provide nor pay for everything needed to prepare every student for adult life. This was recognized and spoken to in the 1992 Rules and Regulations (Federal Register, September 29, 1992, Sec 300.346 (b) (2) Note 1) where "...the statement of needed transition services should include a commitment by any participating agency to meet any financial responsibility it may have in the provision of transition services." Additionally, the clarification language in the 1992 Rules and Regulations stated that "schools should not bear the costs of transition services which according to the IEP would have been borne by another agency" and "schools should not be held liable for failure

of another agency to implement transition services in the IEP that are not the legal responsibility of public education and are designated the responsibility of the other agency." Thus, it is imperative that the IEP team identify who or which agency will provide and pay for each of the transition service strategies and include that information in the statement of needed transition services in the IEP. Not doing so will increase the likelihood that by default, full responsibility for strategies identified in the statement will fall upon the school. It is believed that there are many IEP's of students 16 years of age and older that do not identify the full range of needed or possible transition services. This may be primarily due to school districts being afraid that another agency will not follow through with what they had committed to and that the school will get stuck with having to provide and pay for the service.

All of the pieces of the 'statement of needed transition services' ...are in essence the 'big picture' plan or road map from which annual goals and benchmarks and short term objectives are derived and reviewed."

There are several recourses that schools can take if an agency fails to provide agreed-upon transition services contained in the IEP:

- ...the school shall, as soon as possible, initiate a meeting of the IEP team to identify alternative strategies... (Section 300.347 Rules and Regulations, 1992) and
- if an agency other than the school fails to provide or pay for the special education or related services the school shall provide or pay and then claim reimbursement for the services from the agency that failed to provide or pay pursuant to the terms of the state interagency agreement (612(12)(B)(ii), IDEA Amendments of 1997).

Not specifying in the IEP who will be responsible and who will provide the strategies only increases the likelihood that the responsibility to provide and pay will fall on school districts' shoulders. However, and more importantly, the comprehensiveness and coordination of the plan for the student is greatly diminished when people refuse to specify needed services because of their fear of getting stuck with the bill. This action or lack of action makes it difficult for students to get what they need in order to make a smooth transition to adult life.

All of the pieces of the "statement of needed transition services" (the identification of long range strategies in each of the required major areas of instruction, employment, community experiences, related services, adult living; the identification of who or which agency is responsible for each strategy and; the identification of who will provide and pay for each of the strategies) are in essence the "big picture" plan or road map from which annual goals and benchmarks or short term objectives are derived and reviewed. In other words, as one looks at all of the strategies that have been mapped out for the next 2-4 years in the statement, it is clear that not all of the strategies can be addressed during the coming year. The IEP team must decide which strategies are a priority, which will be addressed during the coming school year and who or what agency is responsible. (It is the author's belief that many of the strategies that will be addressed in the coming year that are the responsibility of education would constitute and be translated into annual goals and short term objectives or benchmarks in the IEP.) Thus, the IEP annual goals are derived from and directly relate to many of

the strategies that are the responsibility of the school as described in the statement of needed transition services. However, it should also be kept in mind that not every strategy that is the responsibility of the school automatically becomes an annual goal on the IEP. The IEP team must make a decision about whether a particular strategy that is the responsibility of the school constitutes a need for special education services or supports and thus is an annual goal on an IEP. These decisions must be made on a case-by-case basis with the IEP team.

Remember that the "statement of needed transition services" is more than the identification of strategies, corresponding annual goals and objectives. The statement is also a plan to identify and link the student and family to any possible needed post-school services, supports or programs. This identification and linking before the student exits the public school ensures a greater likelihood that students will receive, in a timely manner, the services, supports or programs they need as they leave the public school and enter the adult world.

In writing the "statement of needed transition services" one should have a broad conceptual idea about what each of the required areas means. Below is an attempt to define and clarify each of those major transition planning areas.

Example– Statement of Needed Transition Services:

On the attached Prototype Format (pages 11-13) for Tom one will see a section labeled "statement of needed transition services." In the case of Tom, and as described in the explanation above, one will see a matrix and section for: 1) each of the major transition service areas; 2) a section for activities/strategies; 3) a section for the listing of the responsible parties; and 4) a section for the listing of who will provide and/or pay.

Under the transition services section is a listing of the major areas that must be addressed in the statement of needed transition services as well as a space to write a justification statement if the required area will not be addressed. The next section or

Transition: Coordinated Activity/Strategy Areas:

- **Instruction:** Use of formal techniques to impart knowledge. Typically provided in schools, could be provided by other entities or in other locations.
- **Related Services:** Means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education. (Sec. 300.22)
- **Community Experiences:** Services provided outside of the school building, in community settings by schools or other agencies.
- **Employment/Other Post-School Adult Living Objectives:** Services that lead to a job or career, and important adult activities. Could be provided by schools or other entities.
- **Daily Living Skills:** Activities adults do every day. Could be provided by schools or other entities.
- **Functional Vocational Evaluation:** Assessment that provides information about job or career interests, aptitudes and skills. Could be provided by schools or other entities.

–Adapted from: Individuals with Disabilities Education Act: Transition Requirements, A Guide for States, Districts, Schools and Families, 1996

column identifies the activities/strategies (keeping in mind a 2-4 year or longer perspective) the IEP team (educators, parents, student, other agency personnel etc.) identified with Tom in each of the major transition areas. These strategies/activities were based upon helping Tom to achieve his desired post school outcomes. The next section or column identifies for each strategy who will be responsible for that strategy. The last section or column identifies who will be responsible for providing and paying for each strategy.

This matrix is developed to show the interrelationship between each section in the statement. Thus, one should note that each strategy is numbered and that the pieces in the sections on responsible agency and providing and paying directly correspond to a particular strategy. For example, in looking at Tom's "statement of needed transition services," the first strategy in the area of instruction is "enrollment in science and math with supports." That strategy directly corresponds to number one in the next section (Agency/ Responsi-bilities) showing that the responsible agency for that first strategy is the public school. The next section, "Who will provide and/or pay" also corresponds to the other two previous sections showing that the school will provide and pay for that strategy. This type of matrix shows the interrelationship of all of the parts of the statement and clearly identifies what will be done, by whom and who is responsible for providing and paying.

"The 'statement of needed transition services' identifies services, supports or programs that a student may need and helps to assure that he or she is linked to them before exiting school."

One should also note several things regarding Tom's statement of needed transition services:

1. The activities/strategies cover the next 4 years. Because not all of the strategies can be addressed in one year, the IEP team must identify and prioritize which of the strategies will be addressed in the coming school year. Similar to what must be done with the other parts of the IEP, the statement and strategies must be reviewed at least annually.

2. The responsible party and who will provide and pay for each strategy in each transition area differs. Sometimes Tom and his family are identified as being primarily responsible for a given strategy. Sometimes it is another specified agency. Sometimes the strategy requires several entities to bear the responsibility of providing and paying for services cooperatively. This recognizes and shows that the student and family, other agencies as well as schools have a shared responsibility in helping Tom achieve his long range plan. This also shows that for the plan to be achieved, the plan requires a number of different entities and players to work together and share resources.

3. The strategies are not annual goals or short term objectives.

In looking at Tom's annual goals and short term objectives, one should note that they:

1. are derived from and directly correspond to those strategies in the statement of needed transition services that will require some type of special education service or support and;

2. come from those strategies that are the responsibility of the school and are identified as a priority for the coming year.

This entire "statement of needed transition services" example shows the "big picture" long range plan for Tom's adult life. Additionally, this statement begins to identify possible services, supports or programs that Tom may need upon exiting the public school system and helps to assure that he is linked to them before he exits.

This prototype with all of the transition components as described in this paper will help to ensure that students will:

- have an educational plan in place and receive the courses of study and experiences to prepare them for adult life.
- have a long range plan that prepares them for many aspects of adult life.
- be linked to and receive any needed post school services supports and programs before they exit school.

Conclusion:

It is clear, in reviewing the OSEP state monitoring findings for the transition requirements, that the implementation of many of the transition service requirements seems to be difficult for school districts and states. As stated at the beginning of this paper, the concepts, process and examples presented in this paper are based upon the author's perspective of how to address the various components and requirements for transition within the IEP. There are many thoughts, ideas and examples in the field. This is only one example or process.

The real litmus test one should use to determine the success of an approach to this thing called "transition" boils down to three questions. While they may seem to be simple questions on the surface, the answers can be varied and complex. The critical questions that each school district must ask themselves and answer are:

1. Does every student with a disability who is 14 years of age or older have a statement of transition service needs (as described in this paper) in their IEP?

2. Does every student with a disability who is 16 years of age and older have a statement of needed transition services (as described in this paper) in their IEP?

3. Is every student with a disability who is in need of post school supports, services and programs linked to those post school supports, services and programs before they exit the public school?

If and when school districts can clearly answer "yes" to these three questions, then it is believed we will begin to see positive changes in the post school outcomes of students with disabilities.

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Prototype Format for Meeting the Transition Requirements Within The IEP

Name: *Tom* Date: *3/10/98* School: *Central High School* Age/DOB: *15 years of age (5/9/82)*

Student in need of special education: *yes* Student in need of special education with related services: _____ Soc. Sec. #: *666-777-8888*

Grade Level: *9* Initial IEP____ Annual Review *√* Parent Notification *√* Student Invitation *√* Other Agency Invitation *√* Re-evaluation *√*

Post School Outcomes (602(30)(A); Section 300.27(a))

Employment: *Park Ranger*

Residential: *Live in own apartment or at home*

Community Participation: *Outdoor activities with friends*

Leisure Recreation: *Hunting and Fishing*

Present Level of Educational Performance (PLEP)

Instruction: *Reading 6.6, Math 6.8*

Employment: *Aptitude scores average range, weak in clerical perception. Finger and Manual dexterity are high average.*

Community Experience: *Has basic knowledge of community. Does not know about community adult service agencies nor training programs.*

Adult Living: *Has basic skills in using money, purchasing, simple cooking and cleaning. Does not have skills in budgeting, money management, banking, meal planning, maintaining a home or laundry. Can get around the community independently.*

If Appropriate: Daily Living:

Other:

Functional Vocational Evaluation:

Statement of Transition Service Needs (614(d)(1)(vii)(I); Section 300.347(b)(1)(i))

Grade *9* Courses of Study: *English 9, Reading 9, Civics, World Geography, Geophysical Science, Food Science, Natural Resources/Forestry*

Grade *10* Courses of Study: *Oral and Written Communication, Reading 10, Applied Math, Intro. to Biology, Experience Based Career Education*

Grade *11* Courses of Study: *Literature, Composition, History 1&2, Natural Resources/Wildlife, PE, Computer Studies 1, Photography 1, Single Survival, Cooperative Work Experience*

Grade *12* Courses of Study: *General Composition, Government, Technical Carpentry, Forestry and Natural Resources (dual enrollment program), Cooperative Vocational Education*

Statement of Needed Transition Services: Coordinated Activities/Strategies (602(30)(C); 614(d)(1)(vii)(II); Section 300.27 and Section 300.347(b)(1)(ii))

Transition Services	Activities/Strategies	Agency/Responsibilities	Who will provide and/or pay
Instruction: Services are not needed because: (Section 300.347(b)(2))	*1. Enrollment in science and math courses with supports.* *2. Enroll in Family and Consumer Studies courses.* *3. Enroll in gun safety, hunting and fishing courses at Izaak Walton League.* *4. Possible dual enrollment with vocational technical school*	*1. School* *2. School* *3. Tom and parents will contact and enroll in courses.* *4. School will contact vocational technical school about possible courses and dual enrollment.*	*1. School will provide and pay for regular education program supports.* *2. School will provide and pay for cost of courses.* *3. Tom and parents are responsible for paying for Izaak Walton League courses.* *4. To be determined.*
Community Experiences: Services are not needed because: (Section 300.347(b)(2))	*1. Schedule visits with community service agencies.* *2. Schedule visit to the post-secondary Vocational Technical School*	*1. School will provide Tom and his family with a listing of community service agencies. Some visits will be conducted through the school. Tom and his family will be responsible for scheduling and visiting some of the agencies.* *2. Tom and his family will be responsible for scheduling and visiting the Vocational Technical School.*	*1. Visitations scheduled and conducted through the school will be provided by the school* *2. Tom and his family will be responsible for costs associated with visits they schedule and visits to the Vocational Technical School and other post secondary schools and or programs.*

Statement of Needed Transition Services: Coordinated Activities/Strategies (602(30)(C); 614(d)(1)(vii)(II); Section 300.27 and Section 300.347(b)(1)(ii))

Transition Services	Activities/Strategies	Agency/Responsibilities	Who will provide and/or pay
Employment: Services are not needed because: (Section 300.347(b)(2))	*1. Employment through Summer Youth JTPA program (summer 1998).* *2. Placement in the Experienced Based Career Education (EBCE) career exploration program.* *3. Placement in Cooperative Work Experience and/or vocational education.*	*1. JTPA* *2. School* *3. School*	*1. JTPA will provide and pay for all costs associated with the Summer Youth Employment program.* *2.&3. School will provide and pay for the EBCE, Cooperative Work Experience and/or vocational education program.*
Related Services: Services are not needed because: (Section 300.347(b)(2))	*1. Rehabilitation Counseling Services (Vocational and post-school employment counseling).*	*1. School and Vocational Rehabilitation*	*1. The school and Vocational Rehabilitation will work cooperatively. The school will provide and pay for the rehabilitation counseling services. Vocational rehabilitation will assist in providing career and counseling services as needed.*

Statement of Needed Transition Services: Coordinated Activities/Strategies (602(30)(C); 614(d)(1)(vii)(II); Section 300.27 and Section 300.347(b)(1)(ii))

Transition Services	Activities/Strategies	Agency/Responsibilities	Who will provide and/or pay
Adult Living: Services are not needed because: (Section 300.347(b)(2))	*1. Meet with the school Social Worker and Resource Teacher regarding behavior, social skills, and building friendships.* *2. Group counseling on anger management and conflict resolution.* *3. Banking, money management skill development.* *4. Cooking and home management skill development.* *5. Work toward obtaining drivers license*	*1. School* *2. School* *3. Consumer Credit Counseling or local bank* *4. School or Independent Living Center.* *5. School and family.*	*1.& 2. School will provide counseling and support through the school Social Worker, Resource Teacher and counseling department.* *3. Consumer Credit Counseling will be contacted to determine assistance they can provide. Costs and who will pay will be determined.* *4. The Independent Living Center will be contacted about possible offerings in independent living and home management. Costs and who will pay will be determined.* *5. The school will offer drivers education during the summer. The student or parents are responsible for paying for drivers education.*
Daily Living Skills (if appropriate)			
Functional Vocational Evaluation: (if appropriate)	*1. Formal and informal vocational assessment.*	*1. School*	*1. The school will provide and pay for the vocational assessments.*

Other Documentation for Transition Services:

Documentation of student's preferences and interests in the development of the IEP if they did not attend (300.344 (b)(2)) **(Describe):** *Tom attended his IEP and expressed his post-school goals. Additionally, Tom was given several interest inventories during October 1997 to help in beginning to identify employment preferences and interests (see student file). The teacher met with Tom and Tom completed questionnaires regarding his post-school interests and preferences in the areas of employment, residential living, community participation, and leisure recreation (see student file).*

Documentation of other agency participation in planning if they did not attend (300.344 (b)(3)(ii)) **(Describe):** *Vocational Rehabilitation and JTPA representatives were present at the IEP meeting and involved in planning. Consumer Credit Counseling, the Independent Living Center, and the Vocational Technical School were not in attendance when these activities (strategies) were discussed at the IEP meeting. They will be contacted to discuss their involvement in planning transition services for Tom and invited to attend the next meeting if they will be providing services.*

Agency Responsibilities (614 (d)(5); 300.347(a) [1992 Final Regulation that remains in effect]. If any agency fails to provide agreed-upon services in the activities/strategies a meeting must be held as soon as possible to identify alternative strategies and if necessary revise the IEP. IEP reconvened date:_____

Transfer of Rights (300.347(c)) The student and parents have been notified of the transer of rights under Part B of the IDEA. Notice must be provided to parents and eligible students at least one year prior to the student reaching the age of majority. Date by which notice must be sent: _____.

Annual Goals

Annual Goals Address all activities/strategies in the Statement of Needed Transition Services that arethe responsibility of special education will be addressed this school year.	Initiation	Completion	Review Date
Instruction: *Tom will earn passing grades in his courses of study.*	*9/1/98*		*3/1/99*
Community Experiences: *Tom will become familiar with local and regional community service agencies.*	*9/1/98*		*3/1/99*
Employment: *Tom will explore two occupational areas as evidenced through participation in the EBCE or Cooperative Work Experience Program.*	*9/1/98*		*3/1/99*
Adult Living: *Tom will resolve conflicts in an appropriate manner and begin to take responsibility for his actions.*	*9/1/98*		*3/1/99*
Related Services: *Tom will develop job seeking and job keeping skills through counseling services and work experience to maintain employment.*	*9/1/98*		*3/1/99*
(Other:)			

** **Note:** Not all Annual Goals that are the responsibility of special education are included in this example. Your IEP will need to include all Annual Goals that correspond to the activities/strategies from the Statement of Needed Transition Services as well as any other goals necessary to address the identified needs for this student as specified in the PLEP which are the responsibility of special education.